

Readers Workshop Unit of Study
11th Grade – Informational Reading



**Analytical Reading of Seminal U.S. Documents, Speeches, and Multimedia
Accounts: Themes, Purposes and Rhetorical Features**

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Readers Workshop Unit of Study

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Preface

The following unit supports and aligns to the Common Core State Standards. This research-based work is the outcome of a collective effort made by numerous secondary teachers from around the state of Michigan. Michigan Association of Intermediate School Administrators (MAISA) initiated a statewide collaborative project, bringing together educators from around the state to create and refine a K-12 English Language Arts model curriculum. The Independent Reading unit is situated as the opening reading unit of study within a yearlong sequence of reading units. The unit emphasizes students' recognizing reading comprehension, reader independence, and reader identity. The foundation of a reading identity and strategies to engage with text scaffold readers into the complexities of subsequent reading units that are focused deeply within the three main types of writing. Each unit within the MAISA yearlong model curriculum presents a string of teaching points that scaffold and spiral the content and skills. Units of study are structured to be student-centered rather than teacher-driven. Sessions emphasize student engagement and strive to simultaneously increase critical thinking and writing skills. Sessions are designed as a series of mini-lessons that allow time to read, practice, respond, and conference. Through summative and formative assessments specific to each unit, students will progress toward becoming independent thinkers and readers.

Significant input and feedback was gathered both in the initial conceptualizing of the unit and later revisions. Teachers from around the state piloted and/or reviewed the unit; their feedback and student artifacts helped in the revision process. Special thanks go to lead unit writers Linda Denstaedt, Leah Barnett, and Laura Mahler, who closely studied the CCSS, translated the standards into curriculum and practice, and revised with a close eye to classroom teacher feedback. Throughout the yearlong collaborative project, teachers who are reviewing units are finding how students' habits of mind have shifted from task-oriented to big-picture thinking, utilizing a critical literacy lens.

Informational Reading Learning Progressions Grades 6-8			
	6th	7th	8th
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Analyze the difference between narrative and informational text Analyze how informational-text features organize the elaboration of key ideas Analyze an author's shifts in structure while elaborating an idea 	<ul style="list-style-type: none"> Understand that authors present information in a variety of ways Locate specific information, and read to gather information Read purposely to explore new and unfamiliar concepts Build background knowledge about new topics 	<ul style="list-style-type: none"> Analyze the different structures of informational text Determine a central idea of a text, while analyzing its development over the course of the piece Provide an objective summary of the text Analyze how a text makes connections and distinctions between individuals, ideas or events
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Determine a central idea and how it is developed Determine what is important Summarize a central idea Determine the meanings of specific words Determine an author's purpose and how it is conveyed 	<ul style="list-style-type: none"> Make connections to what they know and new information Use strategies to decode context of words they don't understand using clues in text Use effective strategies to navigate different structures of informational text 	<ul style="list-style-type: none"> Determine an author's point of view or purpose in a text Analyze what an author has explicitly said and what is implied in the text Evaluate textual evidence as it relates to the author's claim and determine supporting ideas Analyze how the author acknowledges and responds to conflicting evidence or viewpoints
Interacting with Multiple Texts: Integration of Knowledge and Ideas	<ul style="list-style-type: none"> Compare two authors' presentations of ideas 	<ul style="list-style-type: none"> Evaluate details and assess if they are relevant and support the central idea Examine one or more central idea and be able to provide a summary of the text using an author's presented evidence Analyze how two different authors advance their evidence to support the central idea in informational text 	<ul style="list-style-type: none"> Evaluate the different forms of informational text: i.e. print, digital, multimedia Analyze two or more texts on the same topic

Informational Reading Learning Progressions Grades 9-12				
	9th Grade Informational Text Structures and Features	10th Grade Core Democratic Values	11th Grade Bill of Rights	12th Grade Social Issues
Focus Range of Text Complexity to Increase Rigor	Current Events Magazine and news print texts	United States History Poetry, song, speech (video), photography, print article, digital website text, political cartoon and poster, U.S. foundational documents: speech (audio & print) and letters	Comparative View of Rights in America (Poetry, song), educational video, print text, graphs and charts, contemporary speech/transcripts, foundational legal documents, including <i>The Bill of Rights</i>	American and Global Social Issues Educational video, photographs, print text, infographics, foundational speech/transcripts, websites, poetry, and memoir
Developing Strategies for Close Reading: Key Ideas and Details	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of current-event articles: magazine and news Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a central idea or multiple central ideas of a text. Analyze how the author uses text structure and text features to shape and refine specific details; provide an objective summary 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: audio speech, print, cartoons/posters, and letters Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational (Constitutional) knowledge Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: educational videos, print text, graphs and charts, speeches/transcripts, foundational legal documents Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details; provide an objective summary of the text 	<ul style="list-style-type: none"> Develop a multi-draft reading process for a range of informational texts: educational videos, photographs, print texts, infographics, memoirs, poetry, and foundational speeches/transcripts Cite strong and thorough textual evidence to support analysis of history, political views, statements (position of America) and foundational knowledge Determine a central idea or multiple central ideas in sophisticated foundational documents Analyze development of multiple central ideas over the course of the text, including how they emerge and are shaped and refined by specific details Provide an objective summary of parts of a text to analyze how multiple ideas emerge and connect.
Analyzing Genre: Craft and Structure	<ul style="list-style-type: none"> Identify and analyze types of structural organization Identify and analyze types of text features Identify, analyze, and evaluate the impact and effectiveness of these authoring decisions on meaning and author intent/central idea in current print media Write an objective summary of 	<ul style="list-style-type: none"> Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary Identify details that create historical or factual context and develop and shape the central idea Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create 	<ul style="list-style-type: none"> Identify craft and structural decisions that impact meaning and author intent/central idea: diction, academic, legal, or historically relevant vocabulary. Identify details that create historical or factual context that impact diction, identification of key details, and a central idea Interpret words and phrases as they are used in a text or historical context 	<ul style="list-style-type: none"> Identify craft decisions that impact meaning and author intent/central idea: diction, academic, or historically relevant vocabulary. Identify details that create historical or factual context and develop and shape the central idea Interpret words and phrases as they are used in a text or historical context and analyze how specific word choices shape meaning or tone to create audience

	<p>parts of a text to identify the function of the part and its relationship to other parts of the text</p> <ul style="list-style-type: none"> Identify and analyze diction for bias 	<p>audience response</p> <ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, develop or support a statement on the position of the United States or political/social claim Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text Assess how point of view or purpose shape the content and style of a text 	<p>and analyze how specific word choices shape meaning or tone to create audience response</p> <ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point Write an objective summary to identify the function of the part and its relationship to other parts of the text Assess how the rhetorical features affect the content and style of a text Consider various points of view on a subject and how those alternate views contribute to forming a position on the topic 	<p>response</p> <ul style="list-style-type: none"> Develop strategies to accumulate a text in parts (chunks) that connect to make a key point, set historical background, or develop or support a statement on the position of the United States, other country, or political/social claim Write an objective summary of parts of a text to identify the function of the part and its relationship to other parts of the text Assess how point of view or purpose shapes the content and style of a text
<p>Interacting with Multiple Texts: Integration of Knowledge and Ideas</p>	<ul style="list-style-type: none"> Gather relevant information from multiple sources Create a works-cited page to provide proper documentation Apply knowledge of text structures, text features, genre, and bias to examine how ideas and events can be conveyed differently by different authors and publications 	<ul style="list-style-type: none"> Connect the themes in literature to historical events and foundational concepts and beliefs established by the Constitution and other foundational documents Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for Americans or writers/readers of today's social and political events Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents 	<ul style="list-style-type: none"> Through analysis of a foundational document of legal significance and a contemporary political speech, identify the relationship between the document and the influences it still holds for Americans or writers/readers of the world today Through analysis of <i>The Bill of Rights</i> and a range of informational texts, including a contemporary political speech, identify a topic/idea to research and extend current thinking about the themes and purposes of the foundational document Consider individuals' responsibilities to protect rights 	<ul style="list-style-type: none"> Connect the themes in literature to current social issues, historical events and beliefs established by foundational documents Through analysis of paired foundational documents of historical or literary significance, identify the relationship between the documents and the influences they still hold for global citizens or writers/readers of today's world Through analysis of paired foundational documents and a range of informational texts, identify a topic/idea to research and extend current thinking about the themes and concepts in the foundational documents

Readers Workshop Unit of Study

11th Grade – Informational Reading

Abstract

WHAT IS AN INFORMATIONAL READING UNIT?

In an informational reading unit, students engage in a personal inquiry related to an overarching theme (e.g. core democratic values, individual rights, or social issues), building research and reading skills and strategies. Their research develops an informed view, which will be the starting point for the informational writing unit, which follows.

ASSESSMENT

Assessment will include both formative and summative tasks that students create across the unit to provide a range of evidence of their growth.

FORMATIVE ASSESSMENTS: Growth of students as readers will be assessed in three ways: 1) Annotated readings and multi-draft reading handouts; 2) exit slips; and 3) annotated text pairings. Students will begin the unit reflecting upon their skills as readers. Periodically, they will stop and write brief metacognitive reflections on changes in their reading strategy use and the impact on comprehension.

SUMMATIVE ASSESSMENTS: Students will write a metacognitive reflection about their developing skills, and theme knowledge from the unit. They identify their growth in their ability to read informational texts and make connections. They also narrow their lists of possible topic choices for the writing unit that follows.

STUDENT OUTCOMES

The 9th grade unit focuses on text features and structures in informational texts, which lead students to the informational writing unit that follows.

The 10th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to core democratic values and civil disobedience.

The 11th grade unit focuses on multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to American rights.

The 12th grade unit focuses on the multi-draft reading of a variety of informational texts (video, graphics, print, online texts) and connected literature relating to social problems.

The essential questions for this unit are similar to each other in that they ask students to identify:

- How do we balance the tension between individual rights and the common good?
- How do the texts I am reading relate to the overarching theme?
- How are these issues I am encountering personally relevant?
- What is the historical context of this issue?
- How does this issue connect to foundational documents?
- How are foundational documents, informational texts, and literature connected?
- How do I read difficult historical texts?

Students practice reading a variety of sub-genres related to the overarching theme and make connections between the ideas and notice difference between the sub-genres. Multi-draft reading will be taught with each of these sub-genres. Students practice their approach to reading as they are building knowledge about the subject they are studying. They will use this knowledge in the informational writing unit that follows.

TEACHER DECISIONS FOR UNIT IMPLEMENTATION

This unit serves as a single model of an informational reading unit. We recommend that teachers study and understand the intent of the lesson series. The lessons have a purposeful sequence, but it may require that teachers make adjustments in pacing or decisions about extension activities. Please see the resources section for other sources to deepen your understanding of informational reading instruction. Teacher selection of model texts is an important step to be considered before the unit begins.

UNIT ORGANIZATION

The unit weaves three concepts that accelerate informational reading. The concepts are interrelated and recursive rather than appearing as separate parts of the unit. Students continually reflect on their thinking and interactions with texts and with other readers as they monitor their reading.

The three concepts are:

- Developing strategies for close reading: key ideas and details
- Analyzing genre: craft and structure
- Interacting with multiple texts: integration of knowledge and ideas

The work in this unit is vertically aligned and extends prior learning with the expectation that students can apply the repertoire of decisions taught in previous grades.

INSTRUCTIONAL SEQUENCING, SCAFFOLDING, AND PACING

Individual teacher pacing will change based on duration of the class period, student population, familiarity with content, process, and/or instructional practices.

Instruction scaffolds students through a four-tiered process.

1. **Teaching Point:** Teacher models the strategy, process, skill, or habit of mind using a mentor text written by the teacher, students, and/or published writers or other materials.
2. **Active Engagement:** Students rehearse the writing, thinking and/or critical reading or viewing just modeled by the teacher.
3. **Independent Practice:** Students complete a mini-task independently or in small collaborative groups. During independent practice, the teacher confers with individuals or small groups to assess student performance to differentiate the lesson and task. Teacher may stop the independent practice to adjust the mini-task and/or session teaching point or for planned teaching points that extend or deepen student performance.
4. **Share:** Students share to read, examine, analyze and/or reflect on the range of responses created by other students. Sharing also enables students to self-monitor effective strategy use. The teacher may also share an exemplar to reinforce or enhance the session's teaching point(s) and student enactment.

Estimated Pacing Guide

<u>Day 1</u> Pre-unit Assessment	<u>Day 2</u> Session 1: Historical and Cultural Connections to Literature	<u>Day 3</u> Session 2: Analyzing Visual Texts	<u>Day 4</u> Session 3: Analyzing Print Texts	<u>Day 5</u> Session 4: Analyzing Graphic Texts
<u>Day 6</u> Session 5: Mid-unit assessment Applying Reading and Writing Strategies	<u>Day 7</u> Session 6: Analyzing United States Foundational Documents (+ supplementary materials)	<u>Day 8</u> Session 6: Analyzing United States Foundational Documents	<u>Day 9</u> Session 6: Analyzing United States Foundational Documents	<u>Day 10</u> Session 7: Exploring and Evaluating Multiple Texts
<u>Day 11</u> Session 7: Exploring and Evaluating Multiple Texts	<u>Day 12</u> Session 7: Exploring and Evaluating Multiple Texts	<u>Day 14</u> Session 8: Making Connections Between Informational Text(s) / Summative Assessment Task		

Standards

Number	CCR Anchor Standards for Reading: Literature
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Reading: Information
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate multiple sources of information presented in different media or formats, including visually and quantitatively, as well as in words in order to address a question or solve a problem.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. [17 th , 18 th , and 19 th Century documents of historical and literary significance]
10	Read and comprehend complex literary and informational texts independently and proficiently.
Number	CCR Anchor Standards for Writing
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Number	Speaking and Listening
1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
Number	Language
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Overview of Sessions and Teaching Points

Unit Description (overview):

In this informational reading unit, students will explore the idea of human rights, using a variety of informational text genres (e.g., short print text, video, graphic text, foundational documents). Students will learn important reading strategies, including multi-draft reading and annotating. Their reading exploration will help them explore the idea of human rights from many viewpoints, including the rights established in *The Bill of Rights*.

Overarching questions that guide students in this reading unit include:

- How do we balance the tension between individual rights and the common good?
- How do the texts I am reading relate to the overarching theme?
- How are these issues I am encountering personally relevant?
- What is the historical context of this issue?
- How does this issue connect to foundational documents?
- How are foundational documents, informational texts, and literature connected?
- How do I read difficult historical texts?

Performance Task

Task 1: Reflective Survey Of Reading Skills, Habits, Strategies, and Processes.

Students take a reflective survey to identify their strengths and areas of challenge. This information will establish a baseline of their knowledge about reading informational texts and their habits while reading informational texts. This survey is based on the three concepts from the Common Core State Standards:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Students will set goals during the unit and write a reflection at the end of the unit.

Task 2: On-Demand Close Reading

Students will read and annotate a text pair to establish a baseline of their independent habits while reading informational texts. Students will use this pre-unit on-demand reading to set goals during the unit and to reflect on growth after the unit.

1. Readers apply their knowledge of historical and cultural contexts to the reading of literature, since literature can be heavily influenced by the time and place in which it was written.
2. Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to craft decisions as they view visual texts.
3. Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author's implied or stated claim(s) and evidence in informational print text.
4. Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to the images and illustrations to evaluate the author's claim(s) and evidence in a graphic text.
5. Readers apply reading and writing strategies and emerging knowledge on a topic to work independently

Mid-Unit Formative Assessment Task

Students apply their analysis skills as they read two texts that represent ideas about or examples of civil disobedience. They write three paragraphs: a summary of each text and a paragraph of response, which details their interaction with the texts.

6. 6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader's views.
6.2 Readers use strategies to decipher the challenging vocabulary in a seminal or foundational text.
7. 7.1 Readers explore a variety of texts to discover interests and gain expertise on a topic.
7.2 Readers evaluate the validity of Internet-based texts
8. Readers reflect upon their learning about a topic. They make the connections between literature and nonfiction.

Post-Unit Summative Assessment Task

Students reflect upon their learning about a topic. They make the connections between multiple informational texts.

This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:

- Key Ideas and Details
- Craft and Structure

- Integration of Knowledge and Ideas

Task: What human rights established in *The Bill of Rights* mean the most to me?

1. After reading literature and informational texts that deal with the tensions between individual rights and the common good and doing a quick survey of online texts, write a paragraph that answers the task question and explains your interest in the two or more rights. Explain why you would like to do further research on these topics. Support your discussion with evidence from the texts.
2. Write a reflection that answers the following question about the skills and strategies you use when you read: Over the course of this unit, how have I changed in my ability to:
 - Identify key details
 - Analyze craft and structure
 - Integrate knowledge and ideas within or across texts

Teaching-Point Alignment with Concepts

Developing strategies for close reading: key ideas and details	Analyzing genre: craft and structure	Applying context: integration of knowledge and ideas
1, 2, 3, 4, 6, 7	2, 3, 4, 6	3, 5, 6, 7, 8

Post-Unit Assessment Rubric

	Highly Proficient	Proficient	Developing	Attempting
Identify central idea	States a complex central idea that addresses multiple meanings intended by the author.	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites multiple specific details that serve as key evidence. Uses language from the text.	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence in multiple ways to the central idea.	Explains evidence by connecting evidence to the central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Analyze craft and structure	Names craft or structure used and explains purpose or function.	Names craft or structure used and effect on reader.	Names craft or structure used.	
Integrate knowledge and ideas within and across texts	Connects ideas in two texts through analysis of craft, structure, or historical evidence.	Connects ideas in two texts to identify similarities and differences.	Makes reference to two texts sets.	
Reflective reading process	Always uses strategies before, during and after reading.	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading

PRE-UNIT ASSESSMENT--INFORMATIONAL READING

Task 1: Pre-Unit Survey of Reading Habits

BEFORE READING INFORMATIONAL TEXTS		Never	Occasionally	Frequently	Regularly
1	I glance at or through the text to identify strategies I know and can use to read the text.				
2	I preview the text to identify the topic and think about what I already know about the topic.				
3	I notice the text features (e.g., photos, graphics, title, fonts, captions) to identify how challenging the text will be.				
4.	I notice the text features (e.g., photos, graphics, title, fonts, captions) to predict a possible central idea to set a purpose for reading.				
WHILE READING INFORMATIONAL TEXTS					
5	I notice words that are challenging and use one or more of the following strategies to manage these words:				
	a. Skip challenging word(s).				
	b. Look up challenging word(s).				
	c. Use the context or look for information to clarify the word(s).				
6	I identify the words that seem important and do one of the following:				
	a. Identify how these important words are connected to my own knowledge or other parts of the text.				
	b. Identify how these words convey the author's tone.				
7	I identify important lines and annotate my thinking about why they are important or how they connect to the topic or the central idea.				
8	I connect information or identify places in the text that make the central idea or purpose clear.				
9	I notice the way the text is structured to do one or more of the following:				
	a. Identify the parts of a text.				
	b. Predict, ask questions, or clarify the function of the part.				
	c. Identify the relationship of the parts to make connections across the text.				
AFTER READING INFORMATIONAL TEXTS					
10	I identify what I already knew and the new ideas, information or thinking that has emerged from reading the text.				
11	I identify how the text has changed:				
	a. My view on the topic or the knowledge I have on a topic.				
	b. My understanding of the views of others who think differently from me.				
	c. The habits or process I use to read and think.				
12	I compare or contrast this text with another text I have read.				

PRE-UNIT ASSESSMENT INFORMATIONAL READING

Task 2: Pre-Unit Survey of Reading Habits

Make your reading and thinking habits visible as you read two informational texts. Use any reading/thinking strategies that you know and value. Answer the short-answer questions before and after reading.

TEXT 1 TITLE: _____

BEFORE READING

1. What do you already know about the topic of this text?

AFTER READING (If you need more space, use the back of the sheet to complete your answer.)

2. What is the central idea? Cite and explain two details that support your answer.

TEXT 2 TITLE: _____

BEFORE READING

1. What do you already know about the topic of this text?

AFTER READING (If you need more space, use the back of the sheet to complete your answer.)

2. What is the central idea? Cite and explain two details that support your answer.

Pre-Assessment Continuum

	Proficient <i>Student has skills and strategies to engage with informational reading at a sophisticated level.</i>	Developing <i>Student has skills and strategies to engage with informational reading. Support and lesson adjustment will be required.</i>	Attempting <i>Student has skills and strategies to begin to engage with informational reading. One-to-one support and lesson adjustment or re-teaching will be required.</i>
Identify central idea	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence to central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Reflective reading process	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading.

	Session 1																					
Concept	Developing Strategies for Close Reading: Key Ideas and Details																					
Teaching Point	Readers apply their knowledge of historical and cultural contexts to the reading of literature, since literature can be heavily influenced by the time and place in it was written.																					
Preparation	<p>Make sure students have completed the pre-unit assessment. Resources for the assessment are listed below.</p> <p>Teacher Note: <i>Students will be immersed in a variety of informational (and some narrative) texts during the course of the unit, leading to the reading of The Bill of Rights. In these early lessons, the connection to the theme of individual rights should be loose. For example, students might explore various texts about topics such as free speech, gun laws, privacy laws, educational inequalities, Internet restrictions, etc. All of these topics can be related to the concept of the freedoms an individual should have and where individual freedoms might interfere with the good of society. We encourage flexibility in exploring lots of related topics. This exploration will help students discover interests in topics, which they will use in the writing unit that follows. At the end of the unit, you will find a menu of text options that you might select to use for your modeling and for students’ independent practice. This list is just a start. Feel free to find other useful, topically relevant texts!</i></p> <p><i>In addition, students will be practicing a multi-draft reading process for a variety of informational texts. You might be interested in viewing the following short videos that offer practical advice about active reading to address the Common Core State Standards:</i></p> <ul style="list-style-type: none">• http://www.youtube.com/watch?v=6SRqZk7WkBI (short YouTube video by Kylen Beers and Dr. Robert E. Probst “The Importance of Close Reading (Notice and Note: Strategies for Close Reading Video One)”)• http://www.youtube.com/watch?v=5w9v6-zUg3Y (short YouTube video by Dr. Douglas Fisher “Close Reading and the Common Core State Standards, Part 1”)• http://www.youtube.com/watch?v=JhGI5zdjpvC (short YouTube video by Dr. Douglas Fisher “Close Reading and the Common Core State Standards, Part 2”)<ul style="list-style-type: none">• Select and copy a poem and a song that relate to the topic of individual rights for the mini-lesson and active engagement.• Prepare some means to play the song.• Select and copy another related poem and another song for the independent practice mini-task.• Prepare copies of the My Thinking—Our Thinking handout, included after this session.																					
Suggested Materials	<p>For the pre-unit assessment, use any of the following:</p> <table><tr><th>Genre</th><th>Title</th><th>URL/ Location</th></tr><tr><td>News article</td><td>“Senators examine domestic drones’ effect on privacy”</td><td>http://www.latimes.com/news/nationworld/nation/la-na-drones-privacy-20130321,0,4517531.story</td></tr><tr><td>News article</td><td>“Serious Problems Persist In Indigent Legal Defense”</td><td>http://www.npr.org/templates/story/story.php?storyId=174599057</td></tr><tr><td>Video-news story</td><td>“Mandatory Black Boxes in Cars Spark Controversy”</td><td>http://abcnews.go.com/GMA/video/mandatory-black-boxes-cars-spark-controversy-17912067</td></tr><tr><td>Video-news story</td><td>“Patients’ Rights to Clothes, Clean Hands”</td><td>http://abcnews.go.com/WNT/video/patients-rights-clothes-clean-hands-14085088</td></tr><tr><td>Info-graphic</td><td>“Gun Safety”</td><td>http://www.democracyforamerica.com/blog/621-gun-safety-infographic-that-matters</td></tr><tr><td>Info-graphic</td><td>“A Student’s Bill of Rights”</td><td>http://www.uleduneering.com/kapnotes/index.php/2013/03/infographic-online-students-bill-of-rights/</td></tr></table>	Genre	Title	URL/ Location	News article	“Senators examine domestic drones’ effect on privacy”	http://www.latimes.com/news/nationworld/nation/la-na-drones-privacy-20130321,0,4517531.story	News article	“Serious Problems Persist In Indigent Legal Defense”	http://www.npr.org/templates/story/story.php?storyId=174599057	Video-news story	“Mandatory Black Boxes in Cars Spark Controversy”	http://abcnews.go.com/GMA/video/mandatory-black-boxes-cars-spark-controversy-17912067	Video-news story	“Patients’ Rights to Clothes, Clean Hands”	http://abcnews.go.com/WNT/video/patients-rights-clothes-clean-hands-14085088	Info-graphic	“Gun Safety”	http://www.democracyforamerica.com/blog/621-gun-safety-infographic-that-matters	Info-graphic	“A Student’s Bill of Rights”	http://www.uleduneering.com/kapnotes/index.php/2013/03/infographic-online-students-bill-of-rights/
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	For Session 1:		
	Genre	Author/Title	URL/ Location
	poem	Walt Whitman "For You O Democracy"	http://www.poetryfoundation.org/poem/182086
	poem	Langston Hughes' "Democracy"	http://www.poemhunter.com/poem/democracy/
	poem	Richard Blanco "One Today"	http://www.cbsnews.com/8301-207_162-57565123/one-today-text-of-richard-blancos-inaugural-poem/ (video and print)
	song	Garth Brooks "We Shall Be Free"	http://www.spinner.com/2007/07/13/20-protest-songs-that-mattered-no-18/
	song	Bob Marley and the Wailers "Get Up, Stand Up"	http://www.spinner.com/2007/07/13/20-protest-songs-that-mattered-no-20/
	Song menu	So/Just: listing of songs about social justice	http://www.sojust.net/songs.html
Essential Question(s)/ Lesson Framing Quotes	<p><i>How do writers, artists and musicians express the tensions between individual rights and the common good?</i></p> <p>"An artist is a dreamer consenting to dream of the actual world." - George Santayana</p>		
Active Engagement	<p>Teacher models and thinks aloud: Ask the essential question to establish a collaborative inquiry of the artistic genres of poetry and song writing: <i>How do writers, artists and musicians express the tensions between individual rights and the common good?</i></p> <p>Read and display the poem you have selected to model aloud. Then, think- loud to model a Two-Draft Reading of the Text to answer the following questions:</p> <ul style="list-style-type: none"> • How does this literature/art explore the idea of rights? • What details in the literature indicate a period in history or historical event? What do I know about this period in history or the society and culture of that time? What questions do I have? • What craft or structural decisions does the writer use to protest events of that time period or place? What are interesting language choices? • What are your reactions to the literature? Explain what details in the text caused you to react in these ways. How might others react? <p>As you display the poem, annotate related details in the margins. Think aloud as you choose what details to annotate</p> <p>First Draft Reading: Read one time through to get the gist. <i>How is this related to the theme of rights?</i> Jot a note in the margin about the main ideas.</p> <p>Second Draft Reading: CIRCLE historical details. Identify details that place the poem in history: historical events, society, and/or culture.</p> <ul style="list-style-type: none"> • <i>What details in the literature/art indicate a period in history? Cite the details that describe the period in history.</i> • <i>What do I know about this period in history or the society and culture of that time?</i> <p>Third Draft Reading: UNDERLINE words, phrases, or lines that are examples of craft decisions (metaphor, simile, repetition, diction, etc.) that help the artist express the ideas. Write a marginal note that briefly states the possible intent/meaning of the words, phrases or lines.</p> <p>Fourth Draft Reading: Perform the following annotating tasks to explore structural decisions the artist made:</p> <ul style="list-style-type: none"> • STAR and DRAW AN ARROW to the line that creates a shift in the focus, place, person, or emotion of the poem. Label the shift and its possible purpose in the margin. • BRACKET key or repeated words/lines or a stanza that seems to state or imply the central idea of the poem. Label the idea suggested in these lines or stanza. <p>Use these annotations to explain how the poem deals with the idea of rights. Model your reactions (emotional and intellectual) to the poem's central idea. <i>What are your reactions to the literature? Explain what details in the text caused you to react in these ways?</i></p> <p>Teacher Note: Students will use the same multi-draft reading approach for songs. If you print the words for the song, students can annotate it in the same way as they do poetry.</p>		

	<p>Turn and Talk: Students listen to a protest song. They take notes or annotate the song, using the multi-draft process modeled. Then, they compare their thinking with a partner and identify the historical period, key craft decisions and their purpose, and key shifts or structural decisions and their purpose. Then, they state the central idea of the song in preparation to share their thinking with the class.</p> <p>Report Out: Discuss the findings of student pairs.</p>
Independent Practice	<p>Mini-task: Students independently analyze another set of texts. They read a poem and listen to a song. They will perform a multi-draft reading of the two texts provided and complete the “My Thinking” side of the MY THINKING—OUR THINKING: ANALYSIS OF MUSIC AND LITERATURE handout.</p> <p>Mid-Workshop Shift to Collaborative Inquiry: <i>How do writers, artists and musicians express the tensions between individual rights and the common good?</i></p> <p>Directions for students: Form a group with 2-3 partners. Compare your answers and take notes on the range of thinking in the group, using the “Our Thinking” side of the MY THINKING—OUR THINKING: ANALYSIS OF MUSIC AND LITERATURE handout. Discuss the question determine an answer to each question. Identify an individual to report out for the group.</p>
Share	<p>Whole-Class Discussion/Report Out: Discuss the views of the student groups.</p>
Meta-cognitive Exit Slip	<p><i>What literature or music that you have viewed or heard recently could be considered an exploration of individual rights in society? Do you agree or disagree with the view of the artist(s)? Explain your answer by providing examples from the text and details from current events.</i></p> <p>(If students struggle to remember a song or poem, they may reflect on the works modeled at the beginning of the session.)</p>

MY THINKING: Analysis of Literature and Music (p. 1)	
<p>How does this literature/art explore the idea of rights?</p> <p>Text 1:</p> <p>Text 2:</p>	<p>What details in the literature indicate a period in history or historical event? What do I know about this period in history or the society and culture of that time? What questions do I have?</p> <p>Text 1:</p> <p>Text 2:</p>
<p>How do writers, artists and musicians express the tensions between individual rights and the common good?</p>	
<p>What craft or structural decisions does the writer use to protest events of that time period or place? What are interesting language choices?</p> <p>Text 1:</p> <p>Text 2:</p>	<p>What are your reactions to the literature? Explain what details in the text caused you to react in these ways. How might others react?</p> <p>Text 1:</p> <p>Text 2:</p>

OUR THINKING: Analysis of Literature and Music (p. 2)	
<p>How does this literature/art explore the idea of rights?</p> <p>Text 1:</p> <p>Text 2:</p>	<p>What details in the literature indicate a period in history or historical event? What do I know about this period in history or the society and culture of that time? What questions do I have?</p> <p>Text 1:</p> <p>Text 2:</p>
<p>How do writers, artists and musicians express the tensions between individual rights and the common good?</p>	
<p>What craft or structural decisions does the writer use to protest events of that time period or place? What are interesting language choices?</p> <p>Text 1:</p> <p>Text 2:</p>	<p>What are your reactions to the literature? Explain what details in the text caused you to react in these ways. How might others react?</p> <p>Text 1:</p> <p>Text 2:</p>

	Session 2		
Concept	<ul style="list-style-type: none"> Developing Strategies for Close Reading: Key Ideas and Details Analyzing Genre: Craft and Structure 		
Teaching Point	Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to craft decisions as they view visual texts.		
Preparation	<ul style="list-style-type: none"> Select a short video text to model and another one or more video texts for students to use during the Independent Practice segment of this session. Preview videos to chunk text into three logical segments. Prepare copies of the MY THINKING-OUR THINKING: VIDEO handouts, which are included after this session. (You may want to copy several copies of the “My Thinking” page back-to-back. Students will need one for each video. Each student will only need one copy of the “Our Thinking” page to analyze multiple texts.) 		
Suggested Materials	<p>This session uses the following video as a model: “Constitutional Principles: Separation of Powers”: http://www.youtube.com/user/BillofRightsInst</p> <p>Use any of the following:</p>		
	Education Video (6:26)	“Constitutional Principles: Separation of Powers”	http://www.youtube.com/user/BillofRightsInst
	TedTalk (16:54)	Richard Wilkinson, “How Economic Inequality Harms Society”	http://www.ted.com/talks/richard_wilkinson.html
	Education video- (2:54)	Center for American Progress, “Tipping the Scales How a Loophole in Current Education Law Allows Inequities in Education Spending”	http://www.americanprogress.org/issues/education/news/2011/08/29/10125/video-tipping-the-scales/
	Video-news story (6: 43)	“The Education Achievement Gap Determined by Social Inequality”	http://www.nbcnews.com/id/46979745/vp/49223243#49223243
Essential Question(s)/ Lesson Framing Quotes	<p>How do informational writers, photographers, naturalists, and reporters explore the issue of rights in a democracy?</p> <p>How is their approach to educating or providing news a protest of political and social issues?</p> <p>“The true civilization is where every man gives to every other man every right he claims for himself.” - Robert G. Ingersoll</p>		
Active Engagement	<p>Teacher models and thinks aloud: Ask the essential question to establish a collaborative inquiry of several informational video genres (e.g., speech/video, news reporting, educational videos, public service videos). <i>How do informational writers, speakers, and photographers express the tension between individual rights and the common good?</i></p> <p>View your selected video, and model a Two-Draft Reading Process:</p> <p>First-Draft Reading: Watch the video in its entirety, without stopping. Identify the central idea or purpose of the video. Think aloud as you recall one or two details that seem especially important or influential.</p>		

	<p>Second Draft Reading: Answer the following questions by watching just one portion of the video/speech and fill in the “My Thinking” section of the MY THINKING—OUR THINKING: VIDEO handout.</p> <ul style="list-style-type: none"> • What details in the literature indicate a period in history or historical event? • What do I know about this period in history or the society and culture of that time? What questions do I have? • How does this literature/art explore the idea of rights? What craft or structural decisions does the writer use to protest events of that time period or place? • What are your reactions to the literature? Explain what details in the text caused you to react in these ways. How might others react? <p>All boxes may not be filled for each section.</p> <p>BEGINNING of the video—Model by thinking aloud and answering the questions. Display the handout as you fill it in.</p> <p>Students will continue viewing the video section-by-section, using the MY THINKING—OUR THINKING: VIDEO handout for video texts.</p> <ul style="list-style-type: none"> • MIDDLE—Students work with a partner to reflect on this section and record their answers on the handout. They report out to the group and help one another answer questions. • END—Students work with a partner to reflect on this section and record their answers on the handout. They report out to the group and help one another answer questions.
Independent Practice	<p>Mini-task: Students independently analyze one or more other video texts, using the MY THINKING—OUR THINKING: VIDEO. They will do a first and second draft reading of the video provided. They will use the “My Thinking” handout to collect their thinking.</p> <p>Mid-Workshop Shift to Collaborative Inquiry: Students form a group with 3-4 partners. They compare their responses and take notes on the range of thinking in the group on the “Our Thinking” section of the handout.</p>
Share	<p>Whole-Class Discussion/Report Out: <i>How effectively did the makers of these videos convey information? How did the videos contribute to your understanding of rights?</i></p> <p>Discuss the views of the student groups.</p>
Meta-cognitive Exit Slip	<p><i>In addition to considering the elements of video text, what ideas about human rights are you thinking about? What is clarified for you? What new questions have emerged for you?</i></p>

Model**MY THINKING--OUR THINKING: VIDEO** Text: Bill of Rights Institute: "Constitutional Principles: Separation of Powers"

	Beginning [:00-1:57]	Middle [1:58—3:41]	End [3:42—6:26]
What text features are included in the video (e.g., music, graphics, voice-overs, interviews with authorities)? How do these features help convey an idea?			
How does this video add to my understanding of rights? What questions do I have?			
What are words or phrases that seem to stand out? How are these words or phrases emphasized (e.g., repeated words, graphic display of the words, illustrations, photos, video clips that reinforce the ideas)?			
What are your reactions to this section of the video? Explain what details in the text(s) caused you to react in these ways.			

MY THINKING-OUR THINKING: VIDEO**My Thinking... p.1****TEXT** _____

	Beginning [:00-1:57]	Middle [1:58—3:41]	End [3:42—6:26]
What text features are included in the video (e.g., music, graphics, voice-overs, interviews with authorities)? How do these features help convey an idea?			
How does this video add to my understanding of rights? What questions do I have?			
What are words or phrases that seem to stand out? How are these words or phrases emphasized (e.g., repeated words, graphic display of the words, illustrations, photos, video clips that reinforce the ideas)?			
What are your reactions to this section of the video? Explain what details in the text(s) caused you to react in these ways.			

MY THINKING-OUR THINKING: VIDEO**Our Thinking... p.2**

	VIDEO TEXT 1:	VIDEO TEXT 2:	VIDEO TEXT 3 (opt.):
What text features are included in the videos (e.g., music, graphics, voice-overs, interviews with authorities)? How do these features help convey an idea?			
How do these videos add to my understanding of rights? What questions do I have?			
What are words or phrases that seem to stand out? How are these words or phrases emphasized (e.g., repeated words, graphic display of the words, illustrations, photos, video clips that reinforce the ideas)?			
What are your reactions to the videos? Explain what details in the text(s) caused you to react in these ways.			

Session 3			
Concept	<ul style="list-style-type: none">Developing Strategies for Close Reading: Key Ideas and DetailsAnalyzing Genre: Craft and StructureInteracting with Multiple Texts: Integration of Knowledge and Ideas		
Teaching Points	Readers of informational text use a multi-draft approach to analyze texts. They evaluate an author’s implied or stated claim(s) and evidence in informational print text.		
Preparation	<ul style="list-style-type: none">Select and copy two short print texts (e.g., news articles, blog posts, website articles/posts) for discussion that will provide an opportunity to explore individual rights vis-à-vis the role of society to protect rights. The two texts should be on a single topic (e.g., religious freedoms, right to vote).Copy the MY THINKING: PRINT TEXT handout, which is included after this session. (You will need 2/student.)Collect chart paper and markers for small group analysis.		
Suggested Materials	News story-religious freedom	“Despite Protests, Mosque Plan Near 9/11 Site Wins Key Vote?”	http://abcnews.go.com/US/mosque-plan-clears-hurdle-protests/story?id=10747570#.UVD5GhyT3XI
	Op-Ed, religious freedom	“Catholics Then Muslims Now”	http://www.nytimes.com/2012/09/18/opinion/catholics-then-muslims-now.html?ref=muslimamericans
	News story-Affirmative Action	“US Supreme Court to Take up Michigan Affirmative Action Case”	http://www.csmonitor.com/USA/Justice/2013/0325/US-Supreme-Court-to-take-up-Michigan-affirmative-action-case
	News article-Affirmative Action	“Supreme Court to wade into Affirmative Action—Again”	http://www.usatoday.com/story/news/nation/2013/03/25/supreme-court-affirmative-action-michigan-voter-referendum/2017393/
	Op-Ed, Sen. John Lewis	“Why We Still Need the Voting Rights Act”	http://www.washingtonpost.com/opinions/why-we-still-need-the-voting-rights-act/2013/02/24/a70a930c-7d43-11e2-9a75-dab0201670da_story.html
	Op-Ed, George F. Will	“The Voting Rights Act, Stuck in the Past”	http://www.washingtonpost.com/opinions/george-will-the-voting-rights-act-stuck-in-the-past/2013/03/01/663c6eca-81dc-11e2-a350-49866afab584_story.html
Essential Question(s)/ Lesson Framing Quotes	How do informational writers explore the issue of rights in a democracy? “The rights of every man are diminished when the rights of one man are threatened.” John F. Kennedy		
Active Engagement	Teacher models and thinks aloud: Model your multi-draft reading approach for complex texts. Think aloud as you demonstrate the first draft of reading. Students should write their own notes in the Main Idea (left-hand column) of the handout. Draft 1: Reading for the gist and central idea. Using the MY THINKING—PRINT TEXT handout, jot notes in the left-hand column about big ideas. Instruct students to continue a second draft read, using the same text.		

	<p>Draft 2: Reading to identify key facts and details.</p> <p>Read a second time through, annotating in the following way:</p> <ul style="list-style-type: none"> • Put a STAR in the margin to indicate the line contains important information. • Label the information to identify the key facts and/or details. <p>Return to the MY THINKING—PRINT TEXT handout. Fill in the Evidence From the Text (right-hand column) with a few complete sentences, explaining a key idea.</p> <p>Report Out: Review the two columns and your annotations. <i>What lines or passages seem most important? Why do you think so?</i></p>
Independent Practice 1	<p>Now, students independently perform a Draft 3 read on the text.</p> <p>Draft 3: Reading to identify the range of reader responses.</p> <ul style="list-style-type: none"> ○ CIRCLE details that connect to you and your point of view. Consider your life experience and identify facts and details that might suggest how this problem might have an impact on your life or the lives of friends and family members. ○ Draw a SQUARE around facts and details that might be meaningful to other viewpoints. <p>Complete the Summary section (bottom) of the MY THINKING—PRINT TEXT handout.</p>
Report Out	<p>Compare and discuss the MY THINKING—PRINT TEXT handouts. <i>What details seem necessary to include in a brief summary?</i></p>
Independent Practice 2	<p>Goal Setting: <i>What did you learn about your approach to reading that you will change while reading the second article? How might this change impact your reading, your ideas about the topic, or your group work?</i></p> <p>Students perform multi-draft reading process to a second related print text. They annotate the text and complete handout.</p>
Small Group Task/Share	<p>In groups of three or four, students will invent four people and their demographic information. (The idea is to invent people who would view the topic quite differently from one another.) Students create posters on chart paper that include: a summary of the articles, an explanation of how the four different hypothetical people would view the ideas in the texts, and a key line or passage that each might use to support his/her views about the topic. See model below.</p>
Meta-cognitive Exit Slip	<p><i>How does the age, socio-economic status, job, education, political, and/or religious beliefs and other experiences or values impact the way someone reads an informational article? How can a reader selectively read an informational text to support their personal view and miss the central idea of the article?</i></p>

MY THINKING—PRINT TEXT

Main Idea	Evidence from Text

Summary: 5—7 sentences that capture the central idea. Support your thinking with evidence found in the text(s). Reflect and comment on what you learned.

Alternate Cornell Notes and Summary (*Summarization in Any Subject*, Rick Wormeli)

Model of Poster

Descriptors for the points of view can be altered to meet the range of views your students could imagine. Model some possible point of view (audience) descriptors based on article and student population.

Understanding Informational Texts Through the Lens of the Reader	
<p>Reader Response—Point of View 1: <i>90-year-old white male; retired, factory worker, Catholic</i></p> <p>Viewpoint: <i>This issue makes me angry because I have worked my whole life to enjoy my benefits. How dare people complain about my health benefits?!</i></p> <p>Textual Evidence: <i>"Most retirees collect their medical benefits..."</i></p>	<p>Reader Response—Point of View 2:</p> <p>Viewpoint:</p> <p>Textual Evidence:</p>
<div style="border: 2px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Objective 5-7 sentence summary of article.</p> </div>	
<p>Reader Response—Point of View 3:</p> <p>Viewpoint:</p> <p>Textual Evidence:</p>	<p>Reader Response—Point of View 4:</p> <p>Viewpoint:</p> <p>Textual Evidence:</p>

Session 4		
Concept	<ul style="list-style-type: none">• Key Ideas and Details• Craft and Structure	
Teaching Point	Readers of informational text use a multi-draft approach to analyze texts. They pay close attention to the images and illustrations to evaluate the author’s claim(s) and evidence in a graphic text.	
Preparation	<ul style="list-style-type: none">• Select some charts and graphs that may relate to the topic and can be used as mentor texts (Ideally, find variety of graphic types (e.g., pie chart, bar graph, Venn diagram, line graph) and ones whose information might contradict one another.)• Select charts and graphs that students could analyze in an inquiry lesson OR arrange for computer lab time for students to find their own charts and graphs related to the topic. Look for charts and graphs related to any of the ten amendments or related subtopics (e.g., gun rights, freedom of speech, religious freedom).• Prepare copies of the selected graphs and charts.• Prepare multiple copies of the MY THINKING: GRAPHIC TEXTS handout for each student (1/graphic text). The handout is included after this session.	
Suggested Materials	explains types of graphs and charts-might be used in teacher model sections	http://www.mindtools.com/pages/article/Charts_and_Diagrams.htm
	Americans weigh in on the founding document—pie chart	http://www.time.com/time/interactive/0,31813,2079449,00.html
	a variety of graphic texts about poverty in the world)	http://www.globalissues.org/article/26/poverty-facts-and-stats
	statistics on gun facts	http://www.justfacts.com/guncontrol.asp
	statistics on freedom of the press and freedom of speech	http://filipspagnoli.wordpress.com/stats-on-human-rights/statistics-on-freedom/statistics-on-freedom-of-the-press/
	a combined bar and line graph that might be used for modeling)	http://voices.washingtonpost.com/ezra-klein/2010/09/how_congress_is_making_the_ric.html
Essential Question(s)/ Lesson Framing Quotes	How do designers of graphic texts explore the theme of individual rights? “Like dreams, statistics are a form of wish fulfillment.” - Jean Baudrillard	
Active Engagement	<p>TEACHER MODELS AND THINKS ALOUD:</p> <p>Think aloud as you recall what you already know about the topic of the rights of U.S. citizens. <i>What are rights that I know about from the Bill of Rights or elsewhere?</i></p> <p>Also, review the various types of charts and graphs and what they might tell you.</p> <p>During the BEFORE stage of your modeling, use an overhead projector to display your selected chart(s) or graph(s). Think aloud as you recall what you already know and believe about the subject before diving in to the reading of the graphic text(s). Jot notes in the margins.</p> <p>As you move to the DURING phase of reading the graphic text(s) you have chosen to model, think aloud as you consider the variables on the graphic text. <i>So, if this is a bar graph, I need to look along the x- and y-axes to find out what the variables are. Hmmm. It looks like this bar is the longest, suggesting that _____. So, what is the creator of this chart trying to say? I think his/her claim is that _____. The reason I think that is _____. Record your thinking in the MAIN IDEAS (left-hand) column of the MY THINKING: GRAPHIC TEXTS handout.</i></p> <p>Finally, move to the AFTER phase of modeling. <i>What did I learn from this chart? Does this support or refute what I expected to learn from this graphic text? What other information is missing? Ask yourself these questions aloud and answer them, modeling the thinking work that goes into comprehending graphic texts. Using the handout, refine your notes from the left-hand column to fill in the EVIDENCE FROM TEXT (right-hand) column of the MY THINKING: GRAPHIC TEXTS handout. What evidence from the graphic texts helps me to understand what is being said here?</i></p> <p>With a partner, students will complete the SUMMARY section of the handout. They review the notes</p>	

	<p>from the top part of the handout to write a 5—7 sentence summary.</p> <p>Whole-class Share: <i>What did you learn from the text? What did you notice about your multi-draft reading process?</i></p>
Independent Practice	<p>Students explore other graphs and charts you have selected for them to read (related to the topic or a subtopic of the unit). (Alternately, you may choose to have students find their own charts and graphs.) They will employ a multi-draft reading process and record their thinking on the MY THINKING: GRAPHIC TEXTS handout.</p>
Small Group Task/Share	<p>In groups of three or four, students will invent four people and their demographic information. (The idea is to invent people who would view the topic quite differently from one another.) Students create posters on chart paper that include: a summary of the articles, an explanation of how the four different hypothetical people would view the ideas in the texts, and a key line or passage that each might use to support his/her views about the topic. See model from Session 3.</p>
Meta-Cognitive Write	<p>In addition to using a multi-draft approach to read graphic texts, what ideas about human rights are you thinking about now? What is clarified for you? What new questions have emerged for you?</p>

MY THINKING: GRAPHIC TEXTS

Main Ideas	Evidence from the Text
<p>Summary: 5—7 sentences that capture the main ideas and evidence found in the text(s). Reflect and comment on what you learned.</p>	

Alternate Cornell Notes and Summary (*Summarization in Any Subject*, Rick Wormeli)

Formative Assessment Task
<p>Readers apply reading and writing strategies and emerging knowledge on a topic. Students apply their analysis skills as they read two texts of two different informational text genres dealing with the issue of human rights. They write three paragraphs: a summary of each text and a response, which details their interaction with the texts.</p>

	Session 5
Concept	Interacting with Multiple Texts: Integration of Knowledge and Ideas
Teaching Point	Readers apply reading and writing strategies and emerging knowledge on a topic to work independently.
Preparation	<ul style="list-style-type: none"> Find two shorter texts that are texts of different sub-genres (i.e., one video and one print text) that relate to the concept of human rights. Prepare copies of the two texts. Prepare copies of the Mid-Unit Formative Assessment Task prompt, included below.
Suggested Materials	Articles about the Bill of Rights: http://billofrightsinstitute.org/resources/educator-resources/headlines/
Essential Question(s)/ Lesson Framing Quotes	<p><i>How do the texts I am reading relate to the issue of human rights? How do they connect to one another?</i></p> <p>“Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle with to gain those rights and keep them. Our strength is our unit of purpose. To that high concept there can be no end save victory.” - Franklin D. Roosevelt</p>
Mid-unit Assessment	<p>Distribute texts and the prompt.</p> <p>Prompt Perform a multi-draft read with your texts. Annotate the texts, applying the strategies you have practiced already in this unit.</p> <p>Next, write a paragraph summarizing each text. Finally, write a third paragraph that extends your thinking by combining two or more of the following ways to interact with text:</p> <ul style="list-style-type: none"> connections to another text questions that emerge historical and/or socio-cultural connections point of view writer’s craft and/or structural decisions personal connections
Assessment	Using the rubric provided, assess students’ ability to annotate and make sense of multiple texts.

Informational Reading: MID-UNIT FORMATIVE ASSESSMENT RUBRIC

	Highly Proficient	Proficient	Developing
Annotations/ multi-draft read	Annotations reveal a multi-draft approach including: circling words, underlining, and marginal notes. Marginal notes show substantial thinking.	Annotations reveal a multi-draft approach including: circling words, underlining, and marginal notes. Marginal notes show thinking.	Annotations might reveal a single draft approach. Marginal notes are general and unspecific.
Summary	Well-developed paragraphs indicate most main ideas and evidence.	Paragraphs indicate some main ideas and some evidence.	Paragraphs indicate a lack of understanding of the main ideas and/or lack important details from the text.
Extending thinking	Paragraph 3 demonstrates an extension of thinking by clearly combining two or more ways of interacting with the texts.	Paragraph 3 demonstrates an extension of thinking by combining two ways of interacting with the texts.	Paragraph 3 demonstrates an attempt to extend thinking with one type of interaction with the texts.

Session 6		
Concept	<ul style="list-style-type: none">Developing Strategies for Close Reading: Key Ideas and DetailsAnalyzing Genre: Craft and StructureInteracting with Multiple Texts: Integration of Knowledge and ideas	
Teaching Points	6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader’s views. 6.2 Readers use strategies to decipher the challenging vocabulary in a seminal or foundational text.	
Preparation	<ul style="list-style-type: none">Prepare copies of the primary documents.Review teacher note that follows this session.Select supplemental texts, including audio, transcription and visual texts.Copy MY THINKING--OUR THINKING: U.S. FOUNDATIONAL DOCUMENTS handout, included after this session. Extension: Add additional texts to provide deeper conversations about a topic or historical event.	
Suggested Materials		
Genre	Historical Period	Title or URL
Legal Document	1791	PRIMARY PAIRED TEXT <i>The Bill Of Rights</i> http://www.archives.gov/exhibits/charters/bill_of_rights_transcript.html (one of many places where you will find <i>The Bill of Rights</i> to download)
Speech (transcript and video)	2013	PRIMARY PAIRED TEXT <i>Barack Obama’s 2nd Inaugural Address</i> http://articles.washingtonpost.com/2013-01-21/politics/36473487_1_president-obama-vice-president-biden-free-market
Supplemental and/or Historical Background Building Texts— Paired Readings with <i>The Bill Of Rights</i>		
Legal Document	1776	<i>The Constitution</i> http://www.archives.gov/exhibits/charters/constitution.html (one of many places where you will find <i>The Constitution</i> to download)
Collection		http://billofrightsinstitute.org/ (an excellent source for educational videos, related primary sources documents, and landmark Supreme Court cases)
Supplemental and/or Historical Background Building Texts— Paired Readings with <i>Obama’s Second Inaugural</i>		
Wordcloud	2013	U.S.A. Today Word Cloud representation of Obama’s speech http://www.usatoday.com/story/theoval/2013/01/21/word-clouds-obama-speech-inauguration-2013/1851961/
Article	2013	http://www.usatoday.com/story/news/politics/2013/01/21/obama-inaugural-address-analysis/1852081/
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none">How do foundational documents in American history establish the themes and priorities of the times?What Constitutional rights urge individuals to read, write and act to preserve the rights of all individuals?How do individuals, news agencies, artists, and political groups prepare and act within these Constitutional rights? <p>“The humanity of all Americans is diminished when any group is denied rights granted to others.” Julian Bond</p>	
Teaching Points –	6.1 Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader’s views. 6.2 Readers use strategies to study the diction usage in a seminal or foundational text.	

Active Engagement	<p>Teacher Note: Both foundational documents (<i>The Bill of Rights</i> and <i>Obama’s Second Inaugural</i>) are complex in their own ways. Therefore, it is recommended that you chunk the texts into three or more parts for each draft of the reading. These chunks do not have to be the same length. Make your decisions about chunking the texts based on the reading abilities of your students and in places where the text seems to take a turn or begin a new idea. In this model, we begin with Obama’s speech, so we can read the transcript and listen to/view the video. (You may choose another contemporary American political speech that deals with issues of rights in our society, if you wish.)</p> <p>Teacher models and thinks aloud: Distribute copies of the speech transcripts and display your own copy.</p> <p>Draft 1: Reading for the Central Idea and Details in Chunks of the Text.</p> <ul style="list-style-type: none"> • Listen to the chunk you plan to annotate (no more than ten paragraphs). As you listen, ask students to highlight words that Obama emphasizes with his voice or with pauses. The transcripts indicate audience response. Underline the line before the applause sections. • Think aloud as you re-read the chunk of text. Pause after each paragraph to determine each paragraph’s purpose. Annotate in the left margin about the type of details included in each paragraph: <ul style="list-style-type: none"> ➤ History: background knowledge, references to people, events from the past ➤ Current Events: news stories relevant to the occasion ➤ Views: the speaker’s ways of seeing the situation both past and present ➤ Statement: about the state of the union, the current position of America ➤ Foundational Knowledge: National policy, Constitutional rights, democracy, American values • Identify sentences that connect multiple paragraphs and state a central idea for a chunk of the text. STAR and UNDERLINE these sentences. • Write a brief summary of the chunk in the margin. Summary will connect all the paragraphs in the chunk in the margin. • Discuss the process and how labeling, connecting, and summarizing the chunk will increase reading comprehension of a long and complex historical text. <p>Model this process for two chunks.</p> <p>Paired Reading: Students will continue the annotating process modeled. With a partner, they will complete the summary of the next chunk.</p> <p>Report Out: Students discuss the labeling and summaries. Also, they will begin brief conversations on the message Obama is delivering. <i>In what ways his speech representation of our times?</i></p>
Independent Practice	<p>Students independently continue the reading process.</p> <p>Report Out, instructions for students: With a partner, discuss the labeling and summaries. They also continue conversations on the message Obama is delivering. What ideas are being emphasized?</p>
Share	<ul style="list-style-type: none"> ▪ Display the Word Cloud as students discuss the diction in the speech. <i>Which words are biggest (meaning most prevalent)?</i> Find the five most used words in the transcript and highlight them. <i>What is the effect of those word choices?</i>
Metacognitive Exit Slip	<p><i>How did a first-draft reading process enable you to engage with and understand the text?</i></p> <p>Write about one of the following options below. Be specific. Cite details from the text in your response to each item below.</p> <p>Options</p> <ol style="list-style-type: none"> 1. Discuss the ways you effectively engaged with a difficult and complex text either while listening to the speech. How did listening, highlighting, and summarizing chunks of the text help you understand Obama’s central idea and purpose? 2. Discuss the ways you identified and labeled the paragraphs in the re-reading and how this labeling supported you to identify the central idea and summarize the chunk. How did this reading process help you understand Obama’s central idea and purpose? <p>Then set two reading goals for Draft 2 and 3 readings of Obama’s Second Inaugural speech.</p>
Active Engagement	<p>Teacher models and thinks aloud:</p>

	<p>Think aloud as you model Draft 2 reading with the first chunk of the text.</p> <p>Draft 2: Reading for the Craft and Structural Decisions Used by the writer/speaker.</p> <p>Reread key sections of the speech to study the craft and structural decisions Obama used to engage his audience and to emphasize his key points.</p> <ul style="list-style-type: none"> ▪ Craft: Identify examples of the craft Obama uses in this passage as well as other passages. <i>How does the craft contribute to meaning? Underline the craft and label its purpose in the left margin. Less is more in a close reading of craft and structure in long texts. Identify two or three craft decisions that create emphasis and clarity of purpose (parallelism, repetition, transitional words and phrases, strong verbs, or other craft you identify) to ensure the listener can hear the distinct points he is making as well as hear the shifts in the content of the speech.</i> <p>Structure: Using the labels in the left margin, identify the structural organization in one chunk. Name the organizational pattern: list, problem-solution, cause-effect, comparison-contrast, definition. Create a theory suggesting why this organization pattern is effective and how it strengthens the central idea of the chunk.</p> <p>Paired Work. Using the same process, partners will identify the craft and structural decisions in a second chunk identified by the teacher.</p> <p>Report Out: Discuss the findings of pairs.</p>
Independent Practice 2	Independent Work. Using the same process, individuals will identify the craft and structural decisions in a third chunk chosen by the student.
Share	<p>Turn and Talk: Partners turn and talk to share and compare their findings.</p> <p>Report Out: Discuss the findings of individuals to draw conclusions about the patterns they are finding in Obama’s craft and structure.</p>
Independent Practice 3	<p>Draft 3: Reading to consider the implications.</p> <p>Students re-read and review annotations to complete the MY THINKING: OBAMA’S SECOND INAUGURAL.</p>
Small Group Conversation	<p>Turn and Talk in Small Groups: Using your notes gathered during independent practice and completing the handout, discuss the essential questions below. Elect a recorder and reporter who will share your group’s thinking.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> ▪ How do we balance the tension between individual rights and the common good? ▪ How do the texts I am reading relate to the overarching theme? ▪ How are these issues I am encountering personally relevant? ▪ What is the historical context of this issue? ▪ How are foundational documents, informational texts, and literature connected? ▪ How do I read difficult historical texts?
Share	<p>Whole Class Discussion on Essential Questions and Student Thinking</p> <ul style="list-style-type: none"> • Ask multiple groups to report their thinking and conclusions from the readings, citing evidence from the readings to support their thinking. • Students and reporters from student small groups use the handout analysis to answer and explore the essential questions.
Independent Practice	Students perform the same multi-draft reading with the Bill of Rights, then fill out their handouts. Please see the teacher note that follows this session.
Metacognitive Exit Slip	<p><i>How does multi-draft reading support you and challenge you to manage complex texts? How well did you meet your reading goals established after Draft 1?</i></p> <p>Goal Setting: Name two habits you would like to adopt to use when reading the next foundational text. Explain why these habits will enable you to be an effective reader?</p>

TEACHER NOTE: Students will do the same multi-draft reading work with *The Bill of Rights*. Explain that they have been immersed in issues related to this historical document. Let them know that the writing unit that follows will ask them to consider the rights established in this foundational document and consider which one(s) are at risk in our contemporary society. When students finish, they should work in partnerships or small groups to complete the “Our Thinking” section of the handout.

You may choose to frontload information about the *U.S. Constitution* and *The Bill of Rights*. There are plenty of songs, poems, activities, etc. available to augment your instruction about the document, if you choose.

Because the paired texts are of different genres and historical times, annotations for *The Bill of Rights* will be translated as follows:

<p>DRAFT 1</p> <p>Reading for the Central Idea and Details in Chunks of the Text.</p>	<ul style="list-style-type: none"> • Since this is a legal document, notice the natural breaks. Underline the last line of each amendment. • Write a brief summary of the central idea of the document in the margin.
<p>DRAFT 2</p> <p>Reading for the Craft and Structural Decisions Used by the Writer/Speaker.</p>	<ul style="list-style-type: none"> ▪ Re-read the document to study the rhetoric and structural decisions. Circle words that seem to be legal language. Put a star next to words that seem to be unique to the time period the document was written in. Highlight words that seem to carry the philosophy behind the writing. Use a dictionary to look up words that you cannot figure out from context. Write the definition above the word. ▪ Review the sections that you marked. Identify and label each amendment.
<p>DRAFT 3</p> <p>Reading to Consider the Implications.</p>	<ul style="list-style-type: none"> ▪ Review annotations, underlining, and highlighting. Complete the “My Thinking: The Bill of Rights” section of the handout.

MY THINKING: Obama's 2nd Inaugural Speech

What constitutional rights are the ones he feels strongly must be upheld?

Cite details in the text that support your answer.

How do foundational documents in American history establish the themes and priorities of the times?

What craft and structure decisions impact the meaning of the speech?

Does Obama's speech have an impact on your thinking about the world we live in and/or your democratic rights? What details create your reaction?

MY THINKING: *The Bill of Rights*

What are the rights established in the document?

Cite details in the text that support your answer.

How do foundational documents in American history establish the themes and priorities of the times?

How does understanding the historical time period in which this was written affect its meaning? Describe what you know about the times.

Does the Bill of Rights have an impact on your thinking about the world we live in and/or your democratic rights? What details create your reaction?

MY THINKING: *The Bill of Rights* and Obama's Second Inaugural Speech

What role do individual citizens have in protecting rights?

Cite details in the texts that support your answer.

How do foundational documents in American history preserve the rights of individuals?

After hearing Obama's speech, how would you characterize his priorities in relationship to individual rights?

What would the drafters of *The Bill Of Rights* find surprising in Obama's speech? What would they find predictable? What would they find encouraging? What would they find disappointing?

OUR THINKING: Analyze Multiple Texts

What constitutional rights are being discussed over 200 years later by our President in his Inaugural speech?

Which reading seems most complete in considering the issue of right that are relevant today? Explain.

How do foundational documents in American history
preserve the rights of individuals?

What are some specific differences between the two documents (ideas, structures, craft decisions, persuasiveness)? Explain.

What rights are most important to us? What rights were not addressed in either text?

	Session 7
Concept	<ul style="list-style-type: none"> Key Ideas and Details Integration of Knowledge and Ideas
Teaching Point	5.1 Readers explore a variety of texts to discover interests and gain expertise on a topic. 5.2 Readers evaluate the validity of Internet-based texts.
Preparation	<ul style="list-style-type: none"> Work with the media specialist to either arrange for your class to meet in the media center or have a cart of useful texts in your classroom that students might borrow. Prepare multiple copies of the handout Reading a Range of Texts to Build Knowledge, which is included after this session. They should be cut in half lengthwise to be used as bookmarks. Select a short nonfiction piece to model. As a model, we will use the Wikipedia article on the topic of <i>The Bill of Rights</i> <http://en.wikipedia.org/wiki/American_Bill_of_Rights> Arrange to have a document camera or projector available to show the model article. <i>* It is likely this session will actually take a few days, so students have adequate time to read extensively about their chosen topics.</i> Prepare copies of the handout Judging the Validity of Internet-Based Sources, included after this session. Locate some websites that would be good to examine for the purposes of this lesson. Have a projector available to project the website for all to see, or make copies of the pages from the website.
Suggested Materials	
Essential Question(s)/ Lesson Framing Quotes	<p><i>How do we balance the tension between individual rights and the common good?</i> <i>How do the texts I am reading relate to the overarching theme?</i> <i>How are these issues I am encountering personally relevant?</i> <i>What is the historical context of this issue?</i> <i>How does this issue connect to foundational documents?</i></p> <p>“There is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after. - J.R.R. Tolkien</p>
Teaching Point 7.1	Readers explore a variety of texts to discover interests and gain expertise on a topic.
Active Engagement	<p>Teacher models and thinks aloud:</p> <ul style="list-style-type: none"> Review the teaching point. Brainstorm a list of issues related to human rights that you have studied in this unit so far and others that you can think of. Explain that in the writing unit that follows students will explore one right as defined in the Bill of Rights to research. At this time, however, we are considering both those rights that are defined in the Bill of Rights, but also other rights (e.g., Internet privacy laws, medical rights, consumer rights). Later, we will be thinking about how those issues might fall under the umbrella of the Bill of Rights. Show students the <i>Wikipedia</i> article “Freedom of the Press.” Think aloud as you look at all of the sections of the text. Discuss what kinds of information one might find and what directions for other texts the article might lead a reader to locate for further reading. Notice: <ul style="list-style-type: none"> ➤ that the Contents are listed at the beginning of the article to show readers what subtopics to expect; ➤ the blue hyperlinks that allow users to find another article on that detail; ➤ the text features like photographs and graphics; ➤ the <i>See Also</i> category that includes a list of hyperlinks; ➤ the <i>Notes, Bibliography and External Links</i> sections that might offer directions for further reading. Discuss why an online or print encyclopedia might be a great starting point for investigating a topic, as it offers key words and ideas, and can point the user in other directions for a deeper understanding of the topic. Fill out a sample bookmark to demonstrate how the bookmarks will be used to collect information. See model below.
Independent Practice	Students read a variety of texts about various rights issues, being sure to choose texts that are at

	appropriate reading levels. They should read from a variety of subgenres and find several texts that help them to build knowledge. They collect their findings on the Reading a Range of Texts to Build Knowledge bookmarks.
Share	<ul style="list-style-type: none"> • In small groups, students summarize some of their findings about their chosen topics. They share what kinds of sources were the most helpful. • In a class discussion (on the second day, if doing this lesson over a couple days), ask students to share where to find the various types of texts and why they would use each particular type. Record findings on the board.
Teaching Point 7.2	Readers evaluate the validity of Internet-based texts.
Active Engagement	<ul style="list-style-type: none"> • Review the teaching point. • Explain that not all Internet sources are valid, trustworthy, or well founded. Many cannot be trusted for solid information. Students should always analyze the website to see whether it is a valid resource to use. • Distribute the handout Judging the Validity of Internet-Based Sources. • Model the examination of a few websites for validity as the students follow along. Be sure to show one website that is valid and one that does not pass the criteria for validity. <p>With a partner, students analyze a self-selected website for validity.</p>
Share	Students could be asked to volunteer to share their findings with the whole class.
Independent Practice	Students surf the web and find a few related websites that they would like to examine for validity. They fill out their handouts for each website. (You could require more or fewer, depending upon time constraints and student familiarity with this type of work.)
Extension	Students continue reading informational texts about their chosen topic and collecting information on the Reading a Range of Texts to Build Knowledge bookmarks. They continue to evaluate those texts for their validity.

**Reading a Range of Texts to
Build Knowledge**

Source:

Key points:

Interesting Quote:

**Reading a Range of Texts to
Build Knowledge**

Source:

Key points:

Interesting Quote:

Reading a Range of Texts to Build Knowledge-MODEL

Source:

"Freedom of the Press" from Wikipedia

Key points:

-May include various electronic media and published materials

*-The Universal Declaration of Human Rights --
Everyone has the right to freedom of opinion and expression—without interference*

*-Non-governmental organizations such as
Reporters without Borders use criteria to judge
freedom of the press around the globe*

Interesting Quote:

*"According to Reporters Without Borders, more
than a third of the world's people live in countries
where there is no press freedom."*

Judging the Validity of Internet-Based Sources**Name:****Subject to study:****Part One-**

Surf the web and find a three related websites that you would like to examine for validity. Fill out the handout for each website.

AUTHORITY	Web site title: Bibliographic citation: (Author's name/Title/Date of Publication/URL)	Web site title: Bibliographic citation: (Author's name/Title/Date of Publication/URL)	Web site title: Bibliographic citation: (Author's name/Title/Date of Publication/URL)
1. Is it clear who is responsible for the contents of this page?	Yes No	Yes No	Yes No
2. Is there a way of verifying the legitimacy of the page's sponsor? (Phone number or postal address to contact for more information?)	Yes No	Yes No	Yes No
3. Are the author's qualifications for writing on this topic clearly stated?	Yes No	Yes No	Yes No

ACCURACY			
1. Is there a bibliography or are there footnotes to show sources of information?	Yes No	Yes No	Yes No
2. Is the information free of grammatical, spelling and other typographical errors?	Yes No	Yes No	Yes No
3. If there are charts and/or graphs containing statistical data, are they clearly labeled and easy to read?	Yes No	Yes No	Yes No

OBJECTIVITY			
1. Is the purpose of the document clearly stated (to inform/explain; to persuade/advocate a position; to sell)?	Yes No	Yes No	Yes No
2. Does the website label the contents as fact or opinion?	Yes No	Yes No	Yes No
3. If there is any advertising on the page, is it clearly differentiated from the informational content?	Yes No	Yes No	Yes No

TIMELINESS			
1. Are there dates on the page to indicate when the page was written and/or last updated?	Yes No	Yes No	Yes No
2. Do graphs, charts, etc. clearly state the date the information was gathered?	Yes No	Yes No	Yes No

*Note: This checklist is adapted from Web Wisdom: How to Evaluate and Create Information Quality on the Web, copyright Jan Alexander and Marsha Ann Tate 1996-1999, and from the Website Validation Form from the Clarkston High School Media Center.

Part Two-The Believing and Doubting Game

After examining the website and answering “yes” or “no” to the checklist items, take a look at how many times you circled “yes,” and how many times you circled “no.” Now play Peter Elbow’s “Believing and Doubting” game. First pretend that you believe that the website is valid and explain why. Next pretend that you doubt that it is valid and explain why. Compare your responses and then decide whether the website is valid and therefore a trustworthy resource to learn from.

Why do you believe that website #1 is valid?

Why do you doubt that website #1 is valid?

- **Now that I have considered the validity of this website, I believe/don’t believe that website #1 is valid.**

Why do you believe that website #2 is valid?


Why do you doubt that website #2 is valid?

- **Now that I have considered the validity of this website, I believe/don’t believe that website #2 is valid.**

Why do you believe that website #3 is valid?

Why do you doubt that website #3 is valid?

- **Now that I have considered the validity of this website, I believe/don’t believe that website #3 is valid.**

	Session 8
Concept	Integration of Knowledge and Ideas
Teaching Point	Readers reflect upon their learning about a topic. They make the connections between literature and nonfiction.
Preparation	<ul style="list-style-type: none"> Secure access to a projector, butcher paper, or other way to chart your thinking that students can all see. Prepare ahead of time to fill in several examples on the Venn diagram used in the active engagement and think-aloud. Prepare copies of the annotated bibliography handout, included after this session. Prepare copies of the post-unit assessment, included after this session. Prepare copies of the post-unit assessment rubric, included after this session.
Suggested Materials	Optional: Sticky notes could be used to have students record their connections between texts and then transfer them to the organizational document.
Essential Question(s)/ Lesson Framing Quotes	<ul style="list-style-type: none"> <i>How do we balance the tension between individual rights and the common good?</i> <i>How do the texts I am reading relate to the overarching theme?</i> <i>How are foundational documents, informational texts, and literature connected?</i> <i>How do I read difficult historical texts?</i> <p>“We hold these truths to be self-evident, that all men are created equal.” - Thomas Jefferson</p>
Active Engagement	<p>Teacher models and thinks aloud: Model your thinking as you begin filling out a Venn Diagram (or other organizational tool of your choosing). Make as many overlapping circles as needed. Label it with three (or more) of the texts that you have read in the last session, making sure that there is a mixture of informational genres. Model your thinking as you insert a few examples on the diagram and answer the following questions: <i>What do these texts have in common? How do they differ?</i></p>  <p>Students work in pairs to find at least one more example to insert into the diagram.</p>
Independent Practice	<p>Students work independently to find as many more examples of similarities and differences between the texts as they can.</p> <p>Product: Create an annotated bibliography listing three or more texts for each topic.</p>
Share	Using a projector, a document camera, or butcher paper, chart students’ connections between texts. <i>What is in common between these texts? How do they differ?</i>
Assessment	<p>Post-unit assessment task:</p> <ul style="list-style-type: none"> Distribute copies of the annotated bibliography handout, included after this session. Distribute copies of the post-unit assessment, included after this session. Distribute copies of the post-unit assessment rubric, included after this session.

Annotated Bibliography Template

Topic	Genre	Title/Author/URL	Description of Text
Freedom of Speech	News article	http://www.npr.org/blogs/thetwo-way/2011/03/02/134194791/supreme-court-sides-with-westboro-church-on-funeral-protests	This article describes the Supreme Court decision to allow Westboro Church to assemble outside military funerals, within given guidelines. The church's message is highly offensive (and many think extremely disrespectful of the victims' loved ones), but they are within their rights to protest.

Summative Assessment Task

Students reflect upon their learning about a topic. They make the connections between multiple informational texts.

This reflection is based on the three concepts from the Common Core State Standards to assess reading growth:

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas

Task: What human rights established in *The Bill of Rights* mean the most to me?

3. After reading literature and informational texts that deal with the tensions between individual rights and the common good and doing a quick survey of online texts, write a paragraph that answers the task question and explains your interest in the two or more rights. Explain why you would like to do further research on these topics. Support your discussion with evidence from the texts.
4. Write a reflection that answers the following question about the skills and strategies you use when you read: Over the course of this unit, how have I changed in my ability to:
 - Identify key details
 - Analyze craft and structure
 - Integrate knowledge and ideas within or across texts

Post-Unit Summative Assessment Rubric: Tasks demonstrate student's use of reading process and reflection in an independent performance.

	Highly Proficient	Proficient	Developing	Attempting
Identify central idea	States a complex central idea that addresses multiple meanings intended by the author.	States a relevant central idea.	States a somewhat relevant central idea.	States a central idea.
Cite evidence	Cites multiple specific details that serve as key evidence. Uses language from the text.	Cites 2 specific details. Uses language from the text.	Cites 1-2 details (general information) from text.	States general summary of text.
Explain evidence	Explains evidence by connecting evidence in multiple ways to the central idea.	Explains evidence by connecting evidence to the central idea.	Summarizes evidence or restates central idea.	States general summary of text.
Analyze craft and structure	Names craft or structure used and explains purpose or function.	Names craft or structure used and effect on reader.	Names craft or structure used.	
Integrate knowledge and ideas within and across texts	Connects ideas in two texts through analysis of craft, structure, or historical evidence.	Connects ideas in two texts to identify similarities and differences.	Makes reference to two texts sets.	
Reflective reading process	Always uses strategies before, during and after reading.	Frequently or effectively uses strategies before, during and after reading.	Occasionally uses strategies before, during and after reading.	Infrequently or never uses strategies before, during and after reading

Works Cited

"Douglas Fisher: Close Reading and the CCSS, Part 1." *YouTube*. YouTube, 03 Apr. 2012. Web. 09 June 2013.

"Douglas Fisher: Close Reading and the CCSS, Part 2." *YouTube*. YouTube, 18 Apr. 2012. Web. 09 June 2013.

Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts, 4—12*. Portland, ME: Stenhouse Publishers, 2004. Print.

Gallagher, Kelly. *Reading Reasons: Motivational Mini-Lessons for Middle and High School*. Portland, ME: Stenhouse Publishers, 2003. Print.

"The Importance of Close Reading (Notice and Note: Strategies for Close Reading Video 1)." *YouTube*. YouTube, 15 Aug. 2012. Web. 09 June 2013.

Wilhelm, Jeffrey et. al. *Get It Done! Writing and Analyzing Informational Texts to Make Things Happen*. Portsmouth, NH: Heinemann, 2012. Print.

Wormeli, Rick. *Summarization in any Subject: 50 Techniques to Improve Student Learning*. Association for Alexandria, VA: Association for Supervision and Curriculum Development, 2005. Print.